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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**- Students will greet each using the Adjective Greeting on pg. 158 in the Morning Meeting book. Adjective must begin with the same sound as first name. Example:  Tenacious, Tarean; Marvelous Michelle  **Sharing**- Students will discuss a time that they learned a valuable lesson.  **Group Activity**—Students will play Sparkle using ELA MEAP vocabulary.  **Announcements** | **Greeting**-Students will greet each by favorite subject. Example: Favorite subject is math –students greet each other.  **Sharing**- Students will discuss a time someone frightened them and how they got revenge.  **Group Activity**— Students will take a survey that will let them know what type of learner they are (tactile/ kinesthetic, audio, or visual learner).  **Announcements** | **Greeting**- Students will greet each other using the rhythm method by first and last name.  **Sharing**-Students will discuss a time they had to adapt to something. Example: new school, moving, new baby, divorce, etc.)  **Group Activity**—  Students will play card game on main idea (teacher’s closet).  **Announcements** | **Greeting**- Students greet each other using the Good Morning Greeting on pg. 163 in MM book. For example, student will say good morning, Mrs. Anthony-Jones with a high five.  **Sharing**- Students will share short-term and long-term goals that they have. Example: Making all A’s and becoming a pediatrician.  **Group Activity**— Students will play the Popcorn Name Game on pg. 195 in the MM book. Ex. Children go around in a circle popping up like popcorn and saying their name—“Hi, I’m Kim.”  **Announcements** | **Greeting**- Students will greet each other using the pantomime greeting on pg. 169 in MM book. Students will pantomime a favorite activity, food, or sport. Examples, football, skating, taco.  **Sharing**- Students will discuss a special person whom they admire and explain why.  **Group Activity**— Students morning activity will be the Clapping Names activity on pg. 184 in MM book. Ex. Clapping out the number of syllables in students’ first name.  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library for Mrs. Anthony-Jones | Library for Mrs. Essix | Habit 1- Be Proactive  Assignment for students:  Write about a time when you were proactive and another time that you should have been proactive, but weren’t. How was the outcome different between the two situations?  Teacher will model how to respond to this prompt from personal experience.  Student volunteers will share writing. | Habit 1- Be Proactive  Students will be placed into groups and given scenarios by the teacher. One scenario will be given for every two groups.  Students will have to develop skits showing how the scenario can be handled proactively while another group will demonstrate how to act reactively in the same situation. | Habit 1- Be Proactive  Students will be given a list of phrases and will have to decide whether the response is from someone being proactive or reactive. Answers will be shared with the class. |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration— | **R.NT.05.01, 02, *Reading***—(**Genres of Narrative Text**) Teacher will complete pg. 72-73 (guided reading) with class.  Students will vote on the correct answer before teacher gives the correct answer.  While students work independently on pg. 74 and 75, teacher work with students below grade level on scantron worksheets on scantron website at [www.edperformance.com](http://www.edperformance.com)  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  **W.GR.05.01;(Grammar)**  **WSP.05.01(Spelling)**  ***Writing***-Students will complete pg. 203-213 (Response to the Paired Reading Selection). Teacher will model the writing. Students will take notes while teacher is typing what to write on MS Word. | **R.WS.05.07 (Symbols and Idioms)**  ***Reading***— Students will play online game on analogies and idioms before completing worksheet.  <http://www.quia.com/cb/7146.html>  Students will complete pg. 58—61 *Analogies and Idioms*  Teacher completes Part A (Guided Reading) with students.  Students work on Part B independently.  Teacher continues to work with low and high achieving students on scantron worksheets and Guided Reading worksheets.  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  **W.GR.05.01; (Grammar)**  **WSP.05.01(Spelling)**  ***Writing***-Students will complete pg. 230 (Writing from Knowledge and Experience—Theme: Loyalty  Students must pre-write (graphic organizer) and then begin writing rough draft  Example: [www.mrsanthony-jones.wikispaces.com](http://www.mrsanthony-jones.wikispaces.com) | **R.NT.05.03 (Setting)**  ***Reading***—Students will receive worksheet on *Setting pg.*  80--83 and work with a partner on pg. 80-81  Teacher will check pg. 82-83 for understanding. .  Students who did not comprehend will work with peer tutors on which option is incorrect/correct and why.  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  ***Writing—*** Teacher demonstrate the editing and proofreading mark document online at <http://www.wcs.k12.mi.us/curriculum/resources/k-5_writing/download/editing_and_proofreading_marks.pdf>  Students will revise and edit their writing on the theme Loyalty. Students will let writing partner read his or her story on loyalty. Students must fill out a writer response sheet to discuss improvements. | **R.NT.05.03 (Character)**  ***Reading***—Students will complete pg. 84-87 in groups of four.  Groups will work together and compete with the other groups. Teacher will keep track of points from correct answers. The winning team wins a treat.  **W.PR.05.01, 02, 03, 04, 05 (Writing process--Editing)**  ***Writing—*** Students will complete pg. 176—179 (Checklist for revision).  This will help students organize their writing and make certain that they have all the required components to score successfully.  Checklist for revision is also located online at <http://www.michigan.gov/mde/0,4615,7-140-22709_31168-233760--,00.html> | **R.NT.05.03, 04 (Plot & Literary Devices)**  ***Reading***—Students will complete pg. 88-91 & 92-95  ***Reading***—Teacher will turn the document/ worksheet into a jeopardy game. Students will be able to collaborate, learn, and enjoy themselves at the same time.  [www.superteachertools.com/jeopardy](http://www.superteachertools.com/jeopardy)  Students receive immediate feedback on the correct and incorrect answers.  Teacher divides students into teams. Each team will have one worksheet with the story.  *Vocabulary: plot, exposition, climax, resolution*  **W.GN.05.02**  ***Writing—***Students will complete pg. 192-195 On writing poetry. Teacher defines what alliterate and onomatopoeia.  Students give examples of each term.  Teacher discusses why examples of these terms are effective in writing.  Teacher show students a list of examples on below website:  <http://www.examples-of-onomatopoeia.com/examples/onomatopoeia.php?a=1> |
| Homework/Reading  (Mon and Wed) | Students will complete worksheet on *Summarizing Informational Texts*  pg. 130-133  **R.CM.05.02** |  | Students will complete pg. 134-137 on *Comparing Across Text* **R.CM.05.03** |  |  |
| Homework/Writing  (Tues and Thurs) |  | Students will complete worksheet on personification pg. 180-184  **W.PS.05.01** |  | Students will complete worksheet on *prewriting and organization* pg. 168-171  **W.PS.05.01** |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration  [*http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm*](http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm) | **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Teacher will give students pre-assessment by asking them to sequence a list of events from Michigan’s history.  Teacher will introduce timeline of events using timeline feature of Word on SMARTboard.  Teacher will introduce the three main Native Am. Tribes of Michigan using  Students will work in groups to jigsaw information about the Three Fires tribes. Notes will be taken on chart paper to be displayed around the classroom.  Groups will report to class and students will take notes on the location, and significance of each tribe. | **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Create a timeline to sequence early Michigan history (American Indians, exploration,  settlement, statehood).    Students will review information from <http://history.howstuffworks.com/american-history/history-of-michigan.htm> and third grade text to discuss Michigan’s explorers. Students will put information on timeline found on SMARTboard. | **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Students and teacher will read story of Michigan’s settlement at <http://history.howstuffworks.com/american-history/history-of-michigan2.htm>  Students will be divided into groups of Native Americans and French settlers. Each group will have to discuss and create a chart detailing their feelings about the European settlement of Michigan. Teacher will remind students of discussion about perspective that took place during ELA.  Teacher will provide students with information about the effect of settlement on the tribes of Michigan.  Students will add new information attained onto timeline found on SMARTboard.  Students will write a brief summary detailing the pros and cons of the French settlement of Michigan. Teacher will model. | **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Students and teacher will read story of Michigan’s statehood at <http://history.howstuffworks.com/american-history/history-of-michigan2.htm>  Teacher will take printed portion of article and cut paragraphs into strips. Students will arrange strips into sequential order in groups. Teacher will review correct order for students and will award points for groups able to recreate the article in chronological order.  Students will add new information attained onto timeline found on SMARTboard.  Students will write a brief summary of the article, detailing how Michigan became a state.  Students will create a human timeline of Michigan’s events. Teacher will check for accuracy and reteach if necessary. | **Ms. Knox—Computer Lab (Anthony’s class)**  **(Essix’s Class)**  **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Students will take assessment involving putting the events in Michigan’s history in chronological order as well as writing a paragraph about the effect of settlement on Native Americans. |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.* | **N.FL.05.04, 05, 06 N.MR.05.01, 02,03, 05 (Multiplying & Dividing whole numbers)**  After the assessment students took on multiplying, dividing, adding, and subtracting, it is evident that several students still have not mastered these basic concepts.  Teacher will continue to work with students one-on-one and in small groups to help students obtain mastery in these basic skills.  Students who have obtained mastery will begin working on Area and Perimeter ([www.ixl.com](http://www.ixl.com)) online game. These students will also continue the lessons on measurement, percents, ratios, and decimals.  ***Writing***  Students will write and solve the formulas for area and perimeter and volume.  [www.ixl.com](http://www.ixl.com) | **M.PS.05.05, 06, 07**  **Students will understand and know how to use formula of a triangle and parallelogram**  **M.UN.05.02, 03, 04—Know and convert measurement within a given system**  **Part I:** (35 min)  Students will complete worksheets on multiplying and dividing as well as worksheets on measurement, area, perimeter, and volume since these concepts also contain multiplication and dividing.  ***Hook:***: Play online game at [www.ixl.com](http://www.ixl.com)  ***Writing***  Students will write down the formulas for Area, Perimeter, and Volume. Students should be able to describe how to solve these formulas and identify the difference between square and cubic.  **Part II (**30 min)  **G.TR.05.01** Associate angles with a certain amount of turning  **G.GS.05.02—**Classify angles  Students will take assessment on Angles Ch. 18 pg. 144-145 in the Math Focus book.  Before test, teacher will review naming and classification of angles. | **M.PS.05.05, 06, 07**  **Students will understand and know how to use formula of a triangle and parallelogram**  **Part I:** (30 min) Students will continue working on area, perimeter, and volume Ch.20 in math textbook.  **A=l x w**  **A=b x h**  **A-1/2 x b x h**  **V= l x w x h**  **P=s + s + s + s**  Teacher will make a chart of the above formulas. Students must have these formulas written in math journals.  **D.RE.05.01, 02—Construct and interpret line**  **Part II** (30 min)  Students will be able to construct and interpret line graphs.  Complete Ch. 5 and 6 in math textbook.  Teacher will complete and model all even numbers in the book. Students will complete all odd numbers independently.  Teacher walks around and observes students working and assists students who need it.  ***Writing***  Students will write the components of a line graph and make a line graph on dry erase boards | **N.MR.05.22, 23—Express ratios in several ways e.g., 3 cups to 5 people; 3:5, 3/5,--equivalent ratios**  **Part I** (15 min.)  Students will be able to express fractions and decimals as percentages, and vice versa ***(Probability)—***Complete Ch. 27 in textbook.  [www.ixl.com](http://www.ixl.com)  **D.RE.05.01, 02—Construct and interpret line graphs**  **Part II** (45 min)  Students will begin working on line graphs and bar graphs.  Students will complete Set A, B, and C in math textbook.  ***Writing***  Students will create a chart full of data of their own choice (i.e., candy bars, ages, siblings, food, color, etc.). From the information on the chart, students must construct a line graph. All graphs must be labeled with a title, vertical and horizontal axis, and a key. | **M.PS.05.05, 06, 07**  **Students will understand and know how to use formula of a triangle and parallelogram**  **Part I** (60 min)  Students take a measurement test on geometric formulas out of the Focus book Lesson 16 and 17 pg. 127-130 & 131- 135)  ***Writing—***Students will answer open ended item math question on the test on Area, Perimeter, and Volume. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will model properties of magnetism using magnet and objects that both repel and attract. Teacher will display list of objects for students and have students hypothesize which the magnet will attract.  Students will test their hypotheses in small groups, recording their answers on blackline master from the video “Electricity and Magnets” previously viewed.  **Writing:**  Students will develop a list of attributes in small groups they believe an object must have in order to attract a magnet.  Students will view PowerPoint presentation on magnetism on SMARTboard to determine if their ideas are correct. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will review information learned this week by completing information on the graphic organizer from the textbook. Answers will be discussed in class.  Teacher will pose the following questions:  Why do some Christmas lights stop working when one bulb burns out, but other bulbs stay lit?  Teacher will demonstrate parallel and series circuits, as well as generators using classroom materials.  Students and teacher will read pgs. E86-E87 orally.  **Writing:**  Students will answer review questions after watching  video “ Current Electricity” on unitedstreaming.com.  Students will answer original question  Students will write five complete sentences detailing what | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will play the match game with the vocabulary of the chapter. Teacher will distribute cards containing vocab. Words and cards with definitions. Students must silently find their partner.  Selected students will assist the teacher in building an electromagnet using a nail, a battery, wire and conductors (Demo made be viewed on pg. E87).  Students and teacher will read pgs. E88- E89 orally.  Students will view “How Hydroelectricity Works” on **unitedstreaming**.com.  **Writing**:  Students will write a paragraph detailing the benefits of hydroelectric power over fossil fuel generated power. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will review information learned this week by completing information on the graphic organizer from the textbook. Answers will be discussed in class.  Teacher will pose the following questions:  Why do some Christmas lights stop working when one bulb burns out, but other bulbs stay lit?  Teacher will demonstrate parallel and series circuits, as well as generators using classroom materials.  Students and teacher will read pgs. E86-E87 orally.  **Writing:**  Students will answer review questions after watching  video “ Current Electricity” on unitedstreaming.com.  Students will answer original question  Students will write five complete sentences detailing what | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will play Jeopardy online at superteachertools.com using information from Unit E, Chapter 3. They will work in groups to answer the questions and may use a study guide to assist them to account for different learners.  **Writing:**  Following Jeopardy, students will complete the vocabulary and critical thinking skills portions of the chapter review on pgs. E102 and E103. Answers to multiple choice questions will be written in sentences restating the main idea of the question.  Teacher will model this process for students using Word |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |